

## Section 300: Instruction

### Grouping for Instruction

Code #343.01

#### Definition of Flexible Grouping

In the Tri-County Area School District, grouping for instructional purposes should remain flexible and should recognize differences among students. These differences include abilities, interests, background, needs, previous experiences, learning preferences, and motivation. In order to provide for these differences, teachers adjust their methods, materials and grouping patterns. The needs of students can be met by varying the: (1) tasks, (2) projects, (3) activities, (4) research methods, (5) materials, or (6) amount of time given for the task. Plans for varying student expectations and grouping may be on the basis of teacher judgment, assessment results, or a composite of the two.

The term "flexible grouping" implies that there will be grouping and regrouping. Sectioning and predetermined grouping (tracking) should be avoided. Instead, a variety of options and grouping patterns should be provided to meet the varying needs of students. In grades Pre-K through 12, these options may include (but are not limited to): cooperative learning, flexible grouping, subject matter, acceleration, multiple grade placement, independent study, whole class instruction, tutoring, and support groups. Teacher planning at the grade level and within courses is, as always, the key to quality programs and effective instruction. The District shall provide ongoing training for staff in the use of appropriate instructional techniques that will facilitate implementation of the plans that are developed.

Legal Reference: PI 8.01(2) Wisconsin Administrative Code

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